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ABSTRACT

The Teacher Corps Project described in this document is a federally funded program, involving Jackson State University, the Jackson Public School System, and the community. It represents efforts to incorporate theories, teaching-learning strategies, and multicultural experiences in teacher education into a single conceptual framework. The academic program is competency based and field centered with many of the courses being team taught. A modular delivery system of learning experiences is used. The modules are being programmed to provide tracking of student through the use of the computer. The instructional activities are facilitated by an instructional team representing the School of Education, the School of Liberal Studies, and the Jackson Public School System. Inservice training is provided for the cooperating teachers through formal courses, minicourses, comprehensive workshops, and seminars. There is an exceptional child component emphasizing the concept of mainstreaming and diagnostic/prescriptive teaching. Community-based educational activities are designed and implemented in keeping with the philosophy of Teacher Corps. The total project is evaluated periodically by interns, members of the staff, the policy committee, National Teacher Corps Officers, and internal and external consultants. Appendixes include objectives for each school and a sample instructional module. (JA)

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IMPROVING TEACHER COMPETENCY FOR MULTI-ETHNIC CHILDREN

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The Distinguished Achievement Award Entry

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IMPROVING TEACHER COMPETENCY FOR MULTI-ETHNIC CHILDREN
Summary - Part I

Jackson State University has a long, distinguished history of commitment to multicultural education. The result of such commitments are a variety of programs and viable partnerships with area public and private schools, and the Mississippi State Department of Education in the University's effort to cope with educational problems and with educational change.

Jackson State University has imperceptibly broadened its services to meet the needs of more publics during the past ten years. This expansion took place as a result of articulated needs by individuals from various segments of the community. The School of Education, particularly, has been in dialogue with its various publics to determine specific needs of preservice and inservice teachers. The program herein described represents one of the current major thrusts to implement programs to meet the needs of teachers for the present-day multicultural society.

Teacher Corps, a federally funded program involving Jackson State University, the Jackson Public School System and the Community, represents efforts to incorporate theories, teaching-learning strategies, and multicultural experiences into a single conceptual framework. The project further provides opportunities for graduate and undergraduate students to receive practical classroom experiences, as well as experiences within the community. These experiences provide an additional dimension to the teacher education program.

The team concept is emphasized throughout the project. The activities are planned and implemented inclusive of collaborative efforts that maximize the effective use of resources. Extensive staff development is provided for individuals involved in the project from all three components.

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EXPLANATION AND ANALYSIS OF THE PROGRAM - PART II

Description and Development of the Program

The Teacher Corps Project is one of several innovative teacher-education programs under the auspices of the School of Education, a unit of the graduate school, at Jackson State University. Representatives from the three participatory components function as a unit in assessing needs, in planning and in implementing the goals and objectives of the project.

The majority of the clientele served by the University and the Public Schools is from low-income families. This is evidenced through the fact that 85 percent of the students enrolled at the University receive financial aid, and that all of the elementary schools of the Jackson Public Schools System are Title I schools. Since most of the pupils served by the local school system are from low-income families, they experience problems that are uniquely different from middle class children. Further, many of the teachers are middle class oriented. Therefore, additional problems are often encountered. Additionally, the Jackson Public School System has initiated a number of innovative programs and curricular designs (i.e. Individually Guided Education Schools, Non-graded Schools--utilizing individualized instructions and differentiated staffing, and Plaza Schools). Teachers recruited by the school system often lack the experience and competencies required to work effectively in these programs.

Jackson State University was in the process of developing a competency-based teacher-education program (initiated during the Cycle V Teacher Corps Project), and was involved in strengthening the total teacher-education program. Because of the experiences with the previous Teacher Corps Project, involving the Hinds County School System, representatives of Jackson State

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University and the Jackson Public School System mutually agreed that an Eighth Cycle Teacher Corps Project would strengthen the educational opportunities of the children in this district, and provide new strategies for the education of teachers through the use of the competency-based model.

The thirty interns (twenty-nine at present) are enrolled in a masters' degree program in elementary education and/or early childhood education with concentrations in reading, science, or mathematics.

The academic program is competency-based and field centered with many of the courses being team taught. A modular delivery system of learning experiences is used. The modules are being programmed to provide tracking of students through the use of the computer. The instructional activities are facilitated by an instructional team representing the School of Education, the School of Liberal Studies, and the Jackson Public School System, supported by consultants (national and local) as the need arises (see Appendix A).

Inservice training is provided for the cooperating teachers through formal courses, mini-courses, comprehensive workshops and seminars (see Appendix C).

An exceptional child component was initiated during the fall session, 1974-75. This component, emphasizing the concept of mainstreaming and diagnostic/prescriptive teaching was designed to provide interns, and cooperating teachers with the necessary skills and competencies needed to meet the instructional needs of all children within a regular classroom.

The team is the nucleus of the project. The thirty interns are divided into teams of six and placed in five target elementary schools under the supervision of a team leader. Each team is composed of interns, cooperating teachers, a team leader, and other auxiliary personnel that include student teachers, Career Opportunity Aides, ESSA tutorial aides and students from the University who are enrolled in methods courses of various departments (see Appendix B).

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The program is implemented by a policy committee composed of individuals from the three publics--Jackson State University, Jackson Public Schools and representatives of community organizations. The program, however, is under the immediate supervision of the building principal and the local school coordinator who are administratively responsible to the Assistant Superintendent of Programs.

Community-based educational activities are designed and implemented in keeping with the philosophy of Teacher Corps. Each team planned and implemented community activities relevant to and within the immediate community or existing agencies. These activities provide the interns, university and public school personnel the opportunity to work cooperatively with parents and children in non-academic settings; meanwhile, such groups become more familiar with the needs and resources of the community (see Appendix H).

Objectives of the Project

The objectives of the project are:

1. To assist teachers in coping with the evolving problems encountered in multicultural situations (i.e. developing positive self concepts in their students, interpersonal relations, and understanding linguistic patterns of culturally different children).

2. To provide educational experiences that will assist teachers in becoming more competent in relating effectively to children and parents from low-income areas in school environments, and the community via a competency-based, field centered curriculum.

3. To provide educational experiences that will assist preservice and inservice teachers in becoming more competent in working in elementary schools where innovative curricular designs have been initiated.

4. To provide data to aid the university in converting the traditional teacher-education program to a field-centered, competency-based program (university-wide in scope).

5. To identify, and assist in developing leadership skills possessed by individuals in the local community.

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Personnel Involved

The personnel involved in implementing the objectives of the project is diversified and representative of the expertise required of a project of this magnitude. The immediate University staff includes a director, an associate director, a program development specialist, a community coordinator, a secretary, graduate assistants and undergraduate workers, and a media specialist. Direct guidance and leadership is provided by the administrative officials of the University. The Dean of the School of Education is the immediate administrative supervisor. Additionally, twelve professors representing ten departments within the University have been involved in the instructional program (see Appendix A).

A coordinator, five building principals, five team leaders, twenty-three cooperating teachers, three supervisors, seven administrators and a secretary comprise the project personnel within the Jackson Public School System (see Appendix A).

Budgets

The budgets for the Jackson Public School System and Jackson State University are as follows:

Jackson State University - $391,626.07. Jackson Public Schools - $235,430.00. Grand Total - $627,056.07.

Contributions to the Improvement of Teacher Education

The Teacher Corps Project has made the following significant contributions to the teacher-education program:

1. provides opportunities for university professors to work in public school classrooms with children while providing on-site instruction for preservice and inservice teachers.

2. provides more efficient use of university, public school, and community personnel and resources in improving the educational experiences children of various ethnic and socio-economic backgrounds.

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3. provides additional opportunities for university students at all levels to receive practical experiences with children.

4. provides pilot data with regard to the effectiveness of on-site instruction.

5. promotes the development of harmonious relationships among all individuals involved.

Evaluation

Evaluation within the project is an on-going continuous process. The total project is evaluated periodically by interns, members of the staff, policy committee, National Teacher Corps Officers, internal and external consultants. The project has been appraised locally and nationally as being most relevant and successful in accomplishing the stated objectives--to improve and enhance the teacher-education program, and to improve the educational opportunities for elementary children. In addition, it has been designated as an exemplary, on-going program for participants in other Teacher Corps projects to visit.

The director presented a lecture-slide presentation at several local and regional conferences for the purpose of orientating directors and participants of Ninth Cycle projects. She has also served as a consultant for Ninth Cycle projects. Significant contributions have been made in preparing teachers to work effectively in multicultural settings with multi-ethnic children.

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COMMUNITY INVOLVEMENT

BAKER ELEMENTARY SCHOOL

I. Education Involvement

A. Mini sessions for parents - the purposes of these sessions will be:

1. To explain new programs being implemented and how the parents can help his child, such as metrication.

2. To suggest follow-up activities for parents to initiate that will enhance concepts introduced by the teacher.

B. Parents will be made aware of the importance of schooling for their children during their early years that will influence them to keep their children in school.

1. Team leader and/or intern will schedule conference with parents at Baker Elementary School and/or in their homes.

2. Planned parents sessions with panel presentation by teachers and/or consultants, will focus on the various disciplines that will make parents more knowledgeable of the importance of children attending school.

3. Letters indicating the pupils' progress will be mailed or sent to parents by interns.

C. Parents will be exposed to career education by:

1. Mini sessions on career education utilizing consultants and resource materials.

2. Helping develop career interest centers at Baker Elementary School.

3. Exposed to research by selected handouts prepared by Teacher Corps Staff and Mr. Leon McKee, Principal of Baker Elementary School, on various career educational programs.

D. Films relevant to careers will also be presented.

E. Parents will be trained to serve as tutors by Teacher Corps Staff and school personnel.

F. Specific effort will be put forth to recruit parents as volunteers (i.e. aides and tutors) from the community where the Baker Elementary School children are attending.

G. The training for participation in evaluation will be conducted by Teacher Corps Staff.

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II. Community Activities

A. Arts and crafts classes (Baker Elementary School, YWCA).

B. Tutoring (Baker Elementary School, YWCA).

C. Gymnastics (Baker Elementary School).

D. Sewing Class (YWCA).

E. Baton Class (Baker Elementary School).

F. Recreational Activities (YWCA).

ISABLE INTERIM SCHOOL

I. Educational Involvement

A. Reading Is Fundamental Program. The program was designed to use reading to support, clarify, refine or expand instructional concepts. The focus of the program is to promote an interest in reading. Special training sessions emphasizing extensive reading activities can help the pupil in his classroom work.

B. Parent-teacher conferences - The objective of these conferences is to help the parents understand how their children in their school work and to point out areas where parents can praise and commend their children. In this way, parental support for school will be gained and the pupils may receive some parental support for staying in school.

C. Resource files on Career Education is being developed. Corps-members, with the aid of Parent Council members, are developing a resource file on career information. They will also secure the services of various community persons involved in different career fields to serve as resource persons, consultants and speakers to parent meetings as well as to pupils in the school.

D. Special activities are planned. Parents and residents will be informed, at various times throughout the year, of various local/state governmental activities and of local school board activities. Such things as Law Day, May 1 is one type of activity. Students and teachers will plan the school activities for this day.

E. Tutoring - Parents will be solicited through PTA and Parent Council to serve as tutors and teacher aides, orientation sessions as well as continuous training sessions will be conducted by the teachers and corpsmembers within the school.

II. Community Activities

A. Girl Scout Troup (Isable Interim).

B. Glee Club (Isable Interim - 5th and 6th grade pupils).

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C. Tutoring (Baptist Seminary).

D. Reading Program - Reading Is Fundamental (Isable Interim).

E. Recreational Activities (Isable Interim)

1. Football team
2. Basketball team

JOHNSON ELEMENTARY SCHOOL

I. Educational Involvement

A. Training and/or orientation sessions for parents. Corpsmen will hold training sessions at night to help parents understand what is expected of their children in the classroom.

B. Corpsmen and consultants provide training sessions with parents to emphasize the importance of getting an education by using various types of media, local people, and taking field trips.

C. Training sessions involving people in the Jackson community who will be able to inform parents about careers that will be opened to students, are being scheduled.

D. The Teacher Corps Staff, school administrators, and Jackson Public Schools subject area supervisors will schedule training sessions to inform parents about the organization and implementation of school programs. The Jackson Public Schools lawyer may be contacted to explain laws affecting schools, parents, and students.

E. The Teacher Corps Staff will aid in holding training sessions to train parents to be tutors. Teachers and school supervisors can be invited to explain specific instructional programs.

F. The Teacher Corps Staff and instructors in the COP Program will hold training sessions to orientate parents with the specific responsibilities that volunteer teachers and teacher aides have in the classroom.

G. The Teacher Corps Staff will hold training sessions to acquaint parents with the procedure used to evaluate students' progress.

II. Community Activities

A. Dance Troup (Johnson Elementary School).

B. Glee Club (Johnson Elementary School).

C. Arts and Crafts Classes (Johnson Elementary School).

D. Tutoring (Johnson Elementary School, Livingston Park Library).

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E. Boy Scouts Troup (Community, Johnson School).

McLEOD ELEMENTARY SCHOOL

I. Educational Involvement

A. The corpsmembers and teachers at McLeod will set up

1. Training sessions and classes for parents to familiarize them with what is being taught to their children.

2. Organize a Communication Committee to keep parents and residents informed and abreast of what is going on.

B. A cooperative plan will be developed between the school's PTA and Teacher Corps Parent Council to help the parents and residents become more knowledgeable about the programs within the school and the progress of the children.

1. Prizes are awarded to pupils for such things as perfect/good attendance, school performance, etc.

C. A series of presentations were presented during the fall by selected individuals who have various careers. These career consultants discussed with parents aspects of their careers, and were available to teachers as classroom consultants.

D. A career resource center is being developed with available brochures, pamphlets, etc. on career opportunities.

E. Training sessions are being designed to familiarize involved persons with their local government and school government.

F. Teachers and corpsmembers will develop a series of short training sessions to orient and/or reorient parent volunteers to working as volunteer teachers and/or teacher aides within McLeod's Tutoring Program.

G. In conjunction with the school's Parent Council and PTA, the corpsmembers will develop and implement a series of mini sessions or short talks (as at PTA meetings) on evaluation. These sessions will be geared to helping parents see how evaluation relates to a pupil's performance and may occur in other ways outside of looking at paper and pencil work.

II. Community Activities

A. Music Classes

1. Guitar lessons (Jones Community Center)

2. Piano lessons (Jones Community Center)

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B. Recreational activities (YWCA).

C. Dance Troup (Jones Community Center).

D. Art classes (McLeod Elementary School).

E. Tutoring (McLeod Community Center).

WALTON ELEMENTARY SCHOOL

I. Educational Involvement

A. The teachers and corpsmembers developed a series of evening training sessions for parents of first graders to assist the parents in understanding the school program. Parents would be shown the materials, activities and procedures used in the classrooms. Specific sessions were devoted to assisting the parents in making and learning to use simple games and other materials in the home with their children to reinforce skills and/or concepts.

B. School conferences with parents are being continued. These conferences stress the positive performance of students so that parents can praise their children for their school activities. Thus, parents can help motivate their children.

C. The Parent Council and the PTA are assisting in developing a file of career information and opportunities as well as contacting possible resource persons that can be used by both the parents groups and teachers as career consultants.

D. Both the Parent Council and PTA anticipate presenting programs for parents regarding the school board and its role in developing programs for pupils.

E. Corpsmembers will conduct evening mini workshops to orientate and/or reorientate parents to working as volunteer aides in the school. Included in these workshops will be operation of media, using instructional games and materials as well as human relations aspects of tutoring. They will also learn how to help plan and carry out specific tutoring programs under the direction of the classroom teacher and Teacher Corps interns.

F. Evening training sessions will be developed for parents of children involved in new programs in terms of how progress and performance are evaluated.

II. Community Activities

A. Arts and crafts classes (Walton Elementary School).

B. Dance Troup (Walton Elementary School).

C. Tutoring (Walton Elementary School, Baptist Seminary)

D. Recreational Activities (YWCA).

APPENDIX J

Sample Instructional Module

AREA - Reading

TOPIC - Dialect and Reading

RATIONALE

Nonstandard dialect problems have received a vast amount of attention during the last decade. The elementary teacher should have sufficient background information and knowledge of the research that has been directed toward the various aspects of oral language development and the issues relevant to dialect and reading. This module is designed to provide an introduction to the controversial issues regarding dialect and the teaching of reading.

BEHAVIORAL OBJECTIVES

Given the resources of the Teacher Corps Center, Sampson Library, Media Center of the State Department, and personal resources, the student will

1. Become familiar with -
   a. The impact of social and economic backgrounds on school children's academic achievement, and particularly reading.
   b. The deficit-difference theories of learning and intellectual development.
   c. Specific features of "nonstandard" English (phonological and grammatical) that may affect reading achievement.

2. Given a child in grades 4,5 and 6, the student will tape record the child's oral reading of an appropriate passage, score the oral reading of the passage, then indicate the errors (miscues) that may be attributed to dialect difference. (The data collected for Module_____may be used.

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PRE-TEST

See Instructor

LEARNING ACTIVITIES

1. Independent study
2. Attend seminar
3. Listen to tapes on dialect
4. View film "Dialect Differences."
5. References to be read:

   (a) Baratz, Joan, and Shuy, Roger, (Eds.), Teaching Black Children to Read. Washington, D. C. Center for Applied Linguistics, 1969.

   (b) Burke, C. L., and Goodman, Y. "Do They Read What They Speak?" Grade Teacher, 86 (1969) pp. 144, 146, 150.

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(c) Goodman, K. S. "The Language Children Bring To School: How To Build On It," Grade Teacher, 86 (1969), 1935-39.

(d) Horn, T. D. (Ed.) Reading For The Disadvantaged: Problems of Linguistically Different Learners, New York: Harcourt, Brace and World, 1970.

(e) Johnson, Kenneth, "Teachers' Attitude Toward the Nonstandard Negro Dialect--Let's Change It," Elementary English XLVII (February, 1971), 176-89.

(f) O'Brien, Carmen A. Teaching The Language-Different Child to Read. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

(g) Williams, Frederick (Ed.), Language and Poverty: Perspectives On a Theme, Chicago: Markham Publishing Company, 1970.

DIALECT AND READING

PRE-TEST

DIRECTIONS: Read the following questions and /or statements. Then circle the letter of the alternate that best answers the question or completes the statement.

1. The British sociologist who proposed a distinction between "standard" and "non-standard" dialect as public language (restricted code) and "formal" language (elaborated code) was:

   a. Carl Bereiter
   b. Basil Bernstein
   c. John B. Carroll
   d. William Labor

2. Research has revealed that all of the dialect variables measured crossed:

   a. Social class and race boundaries.
   b. Social class, race, and educational boundaries.
   c. Social class and educational boundaries.
   d. Social class boundaries.

3. According to information revealed through the research conducted in relation to dialect and reading, dialect:

   a. Causes significant semantic differences during oral reading.
   b. Causes significant syntactic alteration during oral reading.
   c. Causes little or no semantic or syntactic text alteration during oral reading.
   d. Causes significant semantic and syntactic text alteration during oral reading.

4. According to Johnson, negative attitudes that teachers have about "non-standard" Negro dialect is based on several false assumptions. Therefore, in order for teachers to more effectively deal with the problem of teaching reading to speakers of "non-standard" English, teachers need:

   a. to acquire an abundance of materials
   b. to acquire a better understanding of Negro dialect and the nature of language
   c. to avoid the issue of dialect
   d. to acquire a better understanding of approaches to teaching reading.

5. The discussion of the effect that dialect has on reading performance leads to the notion that:

   a. the material used is the most crucial factor in teaching reading to "divergent speakers

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b. the teacher's attitude toward a child's dialect is a significant factor in teaching reading to divergent speakers.
c. the age of the child is the most significant factor in teaching reading to divergent speakers.
d. the sex of the child is important factor in teaching reading to the "divergent" speaker.

6. Vernacular education has been recommended as a possible procedure to utilize in teaching reading to children who speak Negro"non-standard" English. That is, "non-standard" English speaking children should be taught to speak "standard" English before they are taught to read, thus eliminating the mismatch between the child's oral language and beginning reading material. An advocate of this procedure is:

a. Beryl Loftman Bailey
b. Kenneth Goodman
c. Roger Shuy
d. William Stewart

7. Which of the following has advocated the construction of special materials that would avoid those areas where there is potential syntactic interference with "standard" English, as the best way to deal with the dialect problem as related to reading:

a. Kenneth goodman, Richard Venesky, and J. L. Dillard
b. Richard Rystrom, William Labor, and Ward Cramer
c. Morton Wiener, Raven McDavid and Eddie Ponder
d. Roger Shuy, Walter Wolfram, and William A. Stewart

8. Venesky advocated the following alternatives for teaching readers of "non-standard" English:

a. the dialect approach - rewriting materials in representative dialects.
b. the standard language approach - teaching English is a second language (dialect) before teaching reading
c. the common core approach - developing materials in standard English which minimizes dialect and cultural differences
d. the child's translating from standard written English to his own speech, regardless of his dialect.

9. List at least two(2) disadvantages of using each of the three approaches:

The Dialect Approach	The Standard Languages Approach	The Common Core Approach
1.	1.	1.
2.	2.	2.
3.	3.	3.

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10. Compare the cognitive deficit theory, as advocated by Jensen, Deutsch et al, with the linguistic difference theory as advocated by Johnson, Metfessee and Song, Labor, et al.

DIRECTIONS: Read each of the following statements and supply the information requested.

11. According to Labov's study of the pronunciation of black English phonology that may be attributed to dialect and "must not be regarded as reading mistakes may be placed into five categories. These categories are:

1. _____

2. _____

3. _____

4. _____

5. _____

12. Some of the features of speech exhibited by "nonstandard" speaking Negro dialect as pointed out by Kenneth Johnson are:

1. _____

2. _____

3. _____

4. _____

13. List five (5) advantages and five (5) disadvantages of using oral reading as an evaluative technique, especially with children who speak a "non-standard" dialect of English.

ADVANTAGES	DISADVANTAGES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

14. Define the following terms:

1. Dialect -

2. Divergent speaker (child) -

3. Non-Standard English -

4. Dialectology -

5. Standard English -